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Ideas to Help You

Explain

Teach

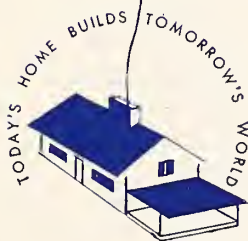
Expand

Extend

HOME

DEMONSTRATION

PROGRAMS



Extension Service Circular 510

Federal Extension Service

United States Department of Agriculture

MARCH • 1957

FOREWORD

This book pools the ideas of many extension workers—County, State, and Federal—to be shared mainly with you who are the newer home demonstration agents.

You've worked hard to help people develop a good home demonstration program and you want it to benefit all the families possible.

This publication offers you suggestions on methods for explaining, teaching, expanding, and extending home demonstration work.

You won't find all the answers here, but we hope you will discover some new ideas to make your program more far reaching and effective.

All these ideas have been used.
They work!

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IDEAS TO HELP YOU

Explain, Teach, Expand, and Extend Home Demonstration Programs

YOU HAVE A JOB TO DO



YOUR JOB IN A NUTSHELL

- To reach all families who can benefit by services from Extension.
- To know the latest home economics research and techniques.
- To encourage homemakers to improve home-making practices.
- To use different methods for getting the total job done.
- To choose the best methods for the job.
- To use all resources available.
- To evaluate results.
- To help homemakers—
 - Develop to their highest potential.
 - Feed their families well-balanced meals for better health.
 - Know how to buy, make, and care for clothing.

- Use easier and better ways to do their work.
- Make their homes convenient and attractive.
- Get the most for their dollar.
- Understand the development and growth of family members.
- Use sound human relations in the home and in the community.
- Improve their communities.
- Understand the importance of planning by all family members.

To know—

- Problems of families.
- Where homemakers live—farm, suburb, small town, or city.
- Educational level of homemakers.
- Age groups of homemakers.
- Age groups of children.
- Type of agriculture, industry, and business.
- Income level of farm, nonfarm, and urban families.
- Customs and characteristics of the community.
- Community resources.

To listen—

- For the intelligent counsel of people to help them plan their program.

To plan—

- Your work to meet the people's needs and abilities.

UNDERSTAND FACTS ABOUT HOME DEMONSTRATION WORK

When you are telling the home economics extension story, both general or overall facts and special or localized facts have an important place.

A readily available file, kept up to date, can be invaluable for use in fact sheets, talks, radio broadcasts, and television shows; in writing columns, news or feature stories, and magazine articles; in arranging exhibits, making personal contacts, and issuing circular letters; and in preparing for National Home Demonstration Week, achievement or homemaker days, or other special events. Sometimes the exact wording is a factor in accuracy and clarity, such as defining home demonstration work and explaining how the work is conducted. Check with your State extension office to be sure you have copies of statements which have already been prepared.

Also keep a file of the statements which you work out from time to time for use when you need a good statement quickly. Following are some general overall statements and national figures which you may need occasionally. Keep figures up to date. The figures given are for 1955.

What Is Home Demonstration Work?

It is an essential part of the educational program of the Cooperative Extension Service in Agriculture and Home Economics which was established by Congress through passage of the Smith-Lever Act of May 8, 1914. The act gave authority for the United States Department of Agriculture and the State land-grant colleges to join forces in establishing and maintaining an out-of-school educational program. The purpose of the program is to aid men, women, and youth in applying research results and other accepted practices in improving their farms, homes, and communities. Funds for extension work are provided by Federal, State, and county governments and are administered by the cooperative extension services of the land-grant colleges.

The county is the key unit of the Extension Service. County home demonstration and agricultural agents are employed by their State colleges and are responsible both to the college and to the people of the county for the development and conduct of the extension educational program.

How Home Demonstration Work Is Conducted

Since the beginning, the basic philosophy of this educational program has been to "help people help themselves." The home demonstration agent works with all farm families and community leaders and some urban families in helping them to analyze family living situations, to recognize major problems, and to develop programs that will aid them in making any desired changes. One of her major responsibilities is to get the results of research in home economics to families in a form which they can easily understand and apply.

The home demonstration agent conducts her work through groups, general meetings, special institutes or clinics, office and home visits, and by using exhibits, radio, television, and the press. Through such methods, more than 6 million women annually receive assistance through home demonstration work.

Intensive education is carried out through more than 66,000 home demonstration groups in all 48 States, Alaska, Hawaii, and Puerto Rico. These local homemaker groups plan their own program and select their own volunteer leaders, of whom there are over 600,000 trained and assisted by home demonstration agents. These leaders act as teachers for their local groups.

What Do Home Demonstration Programs Provide?

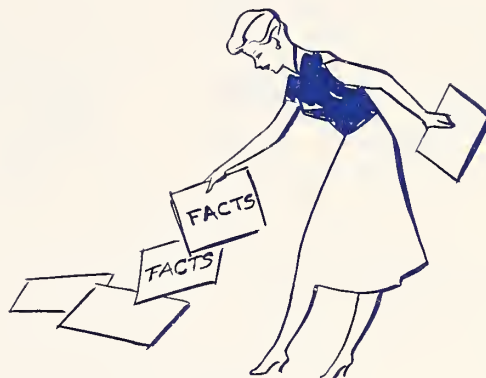
In general, programs are concerned with such subjects as family financial management, nutrition and health, clothing and textiles, home improvement and work simplification, child care and training, working with others for community improvement, and many other topics related to family or community living.

KNOW THE PEOPLE

A program planned by the people to meet their needs is the key to successful extension work. To develop a good program, it is important that you know the people in your county. Know their wants and needs. Give attention to their major problems so that you will get maximum results for your time and services.

Know the level of education of the people in your county and the mores of the community; know the general economic status of families and the sources of their income; know the home and community problems.

Become acquainted with your people in many different ways, and gather all the information you can to guide you as you plan your work, carry out the program, and establish benchmarks from which to measure progress.



Get Facts From—

People

About their needs and wants through

- . . . Your observations—"look to see," "listen to hear,"
- . . . Discussion methods with groups;
- . . . Informal or formal surveys; and
- . . . Trends shown in past records and reports.

Your State Extension Service

About State and National trends, for needs based on research findings and outlook information.

United States Census

About your county. Use census series—

- H—A-7 Housing, General Characteristics
- P—A-7 Population, Number of Inhabitants
- P—B-7 Population, General Characteristics

County Agencies and Organizations

About needs based on studies and experiences. Individuals, organizations, and agencies, such as probate judge, county school commissioner, libraries, health departments, and government agencies are sources of help for you.

Other Local Sources

About information on the history and culture of the people and county.

Use such sources as—

- Local newspapers.
- Local radio and television programs.
- Local merchants.
- Other extension agents in your county.
- Local clergymen.

CONSIDER ALL METHODS OF REACHING PEOPLE

It takes many methods to do the extension job. You need to select the methods that are likely to be most effective in attaining the desired goal. It takes thought to choose appropriate methods for the various teaching jobs. You should consider these things:

Objectives of the Program

What are you trying to do?

What type of change do local people want to bring about?

Subject-Matter Content

What are you trying to teach?

Audience

Whom are you trying to reach with the message?

Resources Available

What communication facilities have you?

What other skilled personnel can present ideas?

Methods Best for the Job

What methods would be most effective?

Extension field studies show that people are influenced by extension education to make changes in behavior in proportion to the extent of their contact with different teaching methods.

For example, as the number of different types of con-

tact or kinds of exposure to extension information increases from 1 to 9 extension methods, the number of farm families changing behavior increases from 35 to 98 percent. The percentage of families responding increases rapidly as the number of contacts increases to 5 or 6 methods.

The conclusion is obvious that if widespread response is desired, people must be "exposed" to educational teaching effort in several different ways. This is but another way of saying that repetition in a variety of ways is exceedingly important to learning. This means, too, that many different methods are necessary to reach varying nationality, cultural, and special-interest groups.

Whether you work with individuals, with groups, or with everyone, it takes many methods to motivate people to change.

To motivate people to change behavior can be classified in terms of the change you desire to bring about—and different methods can be used for each.

These changes may be:

Change in thinking

Change in feeling

Change in action

Change in thinking involves helping people change in "knowing" or "not knowing," "understanding," and the "ability to apply" new knowledge. Just knowing about a new idea is one possible change.

Change in feeling is often very important if the person is to make any change in habits or the way she does things. Involved here are

awakening "interest," developing a different "attitude" and an "appreciation" of what is being taught. These changes affect how a person *feels* as well as *thinks*.

Changes in action usually follow only after changes in thinking and feeling have occurred. A homemaker needs to "know" how to plan day-to-day meals to feed her family well. She also needs to "feel" keenly that it is important and "have a desire" to do so. Only after all of these will she revise her meal planning habits to include all the essentials of a good diet.

To establish a new habit or pattern, people need to develop the "ability" or "skill" of that habit. This usually occurs after the interest and desire to change have been awakened.

So we emphasize that learning a new skill or changing old habits is not a simple process of "telling how." People do not always change action because they know how. You might ask yourself if you regularly use a pint of milk each day, or get enough sleep every night. Your answer may indicate the difference between "knowing" and "doing."

Your message may vary for it is the "intent" of your communication. Do you "intend" to awaken interest, increase knowledge, or change action patterns?

Many avenues or opportunities are available to put the message across. You'll use several, perhaps many, with variety of appeal depending on what change and end effect of teaching you want.

Weigh the Merit of Each Method ¹



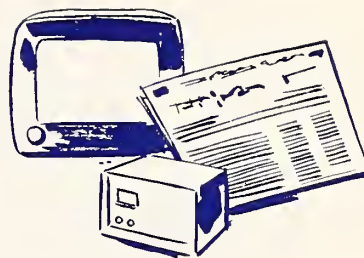
INDIVIDUAL CONTACTS

Farm and home visits.
Office calls.
Telephone calls.
Personal letters.
Result demonstrations.



GROUP CONTACTS

Method demonstration meetings.
Leader-training meetings.
Lecture meetings.
Conferences and discussion meetings.
Meetings at result demonstrations.
Tours.
Schools.
Miscellaneous meetings.



MASS CONTACTS

Bulletins.
Leaflets.
News stories.
Circular letters.
Radio.
Television.
Exhibits.
Posters.

¹ Adapted from Extension Teaching Methods by Meredith C. Wilson and Gladys Gallup. Extension Service Circular 495, Federal Extension Service, USDA.

**All these
help to bring about
indirect influence**

Indirect spread of improved practices plays a large part in Extension. The statement of a neighbor of good standing in the community, reporting time and money saved through an improved practice, is a powerful force set in motion by effective extension teaching. In areas studied, indirect spread from neighbor to neighbor is shown to be more effective than any other one influence of extension teaching methods. Can you encourage it?

RESOURCES TO HELP GET THE JOB DONE

TAP THE COMMUNITY

As an employee in the county, you have the unique and desirable privilege of tapping all the community resources you need to help you do the job. Use this opportunity to show how to cooperate in advancing family living programs.

Some of These Resources May Be:

The voluntary organizations, such as the parent-teacher association, health and safety council, and civic groups.

Public agencies, such as Farmers Home Administration, the library, and the local Social Security Administration office.

Individuals who may be important as counselors, such as a prominent retired person, a banker, a merchant, a clergyman, or a school principal.

Business and commercial firms, such as department stores, dry cleaners, or a local dairy.

Certain facilities that may serve as community resources, such as grange halls, church social rooms, or schools.

You can work with county officials on such projects as removal of road safety hazards and roadside beautification. You can cooperate with civic organizations, like a Kiwanis Club or a women's club or the chamber of commerce, either in support of some project they have or through their support of a home economics extension program. Make a special effort to develop the interest of the clergymen, youth leaders, and women's organization leaders of the various religious groups.

Health may be an important part of your county extension program. There are many opportunities for cooperative programs with the various health resources in the area, including local physicians and dentists, the county or district public health unit, school nurses, the voluntary health organizations, and hospital administrators. The sharing of knowledge and educational efforts will be beneficial to everyone who takes part.

Health certainly offers wide opportunities for enlisting cooperation from various community resources. It cannot be separated from foods, clothing, housing and other essentials of a good level of living. Also, when rural homemakers list the problems of most concern to them, health almost always stands at the top, or near the top of the list.

Health covers such questions as supply of doctors, nurses and public health services; how to care for illness at home; how to get a doctor when needed; how to prevent accidents at home and on the highway; how to meet the high costs of hospital and medical care; how to have a safe water supply; and how to feed the family to keep them in good health.

Think of the opportunities among these questions for cooperating with other qualified resource persons in your county to supply this information!

West Virginia home agents have been most active in cooperative health programs there. They have no State health education specialist, so to make Extension's limited resources as far-reaching as possible, one part of their program is "to cooperate with (groups) whose professionally trained personnel can provide technical information and assistance needed for a fundamentally sound health program."

If you are holding discussions on public affairs, do not overlook such resources as the high school social science teacher, county officials, State or National government representatives, farm and business leaders, and staff members at your State university or college.

A representative of the county bar association would be a good resource person to include in meetings on family legal matters. Local representatives of various insurance associations would be invaluable in a discussion of insurance programs for the family.

Perhaps representatives of the county bankers' association might be invited to participate in meetings having to do with financial phases of family living.

In Alabama the State agricultural college sponsored a meeting for the State bankers'



association. A young farm couple explained to the group, with minor aid from their county agent, two loans they needed for their farm and home development plan. They secured the funds from one of the bankers present too!

A furniture store might be used as the meeting place in conducting a home furnishings clinic or a hardware store window might be just the place to set up an exhibit on a subject such as simple house repairs. You might invite the local meat handlers to help with a meat-buying demonstration. They can contribute helpful information to the program, add interest, and also learn more about their customers' needs.

In Louisiana a home agent held a highly successful home furnishings clinic in a furniture store. Entire rooms were shown in different styles of furniture, color schemes, and accessories.

In Mississippi another home agent set up feeding experiments with white rats in the window of a downtown hardware store to show the effects of good and poor diets. She did the same for all schools in the county too.

Or you might lend posters showing how to choose the right size pattern to department stores for them to place at the pattern counters. On the poster you might invite attendance at meetings on clothing construction or on how to buy clothes.

Other business and trades people besides these will likely be glad to cooperate in work mutually beneficial to all concerned.

When you have a program that business and professional people would be especially interested in, consider inviting a few as guests. Follow up with discussions of how you and they can cooperate on a mutual program. Newspaper stories about the meetings will encourage closer relationship and support.

To discuss consumer clothing questions, perhaps clothing manufacturers, clothing retailers, dry cleaners, and others interested in the clothing field might be invited to the meeting. Questions about labels on ready-made clothes, home care of clothes, cleaning the new fabrics, and other pertinent matters could be discussed to the advantage of all. In fact that's exactly what three California home agents did. These people also laid plans to get out information from the meeting more widely to those who could not attend.

Extension, in aiming for better understanding and development of people through education based upon the leadership of the people themselves, is in a unique position to give leadership to more community teamwork. This can be a valuable service in itself in addition to information given through extension programs.

Whenever a program or problem arises, think about what extension can contribute to it; then about what other local resources might be available. Try to enlist cooperation, with the advice and assistance of local leaders. Extension's main task is not merely to teach particular subjects, but to be helpful to people in the solution of their problems.

LEADERS ARE IMPORTANT

Want to increase your effectiveness as a home demonstration agent many times? You can! Developing volunteer local leaders is one of the secrets!

The success of your professional leadership will depend upon two things. The first is your ability to help local people to see what activities are essential for their welfare. The second is the degree to which these activities are undertaken voluntarily under the people's own leadership.

Your success will depend upon how well you stimulate, inspire, discover, develop, and train local leaders. Each time you do something for the people of a community that they might have done for themselves, you prevent the community from developing its own resources.

Why Develop Local Leaders?

You increase the number of teachers and make learning possible to a greater number of people.

Your time will be used more productively. Leadership developed through extension strengthens work in other community activities.

Leaders speak in the language of the local people and therefore are often better understood by the people.

Leader training produces self-confidence, helps people to do things for themselves, and results in satisfaction to the leader and to all the people.

Leaders can help to analyze local problems as a basis for program development.

How To Develop Leaders

Determine the place of the local leader in the program.

Consider carefully—

The potential role of local leaders.

The subject matter that local leaders will be asked to teach.

The training needed to develop effective local leaders as planners, organizers, and teachers.

Help local groups to select satisfactory leaders.

Call attention to evidence of leadership and the emergence of local leaders.

Provide opportunity for development and use of leaders whenever possible.

Be alert as to specific qualities, such as ability to work with others and knowledge of subject matter.

Identify natural local leaders on the basis of their qualifications and how they fit into community affairs.

Give leaders adequate training and assistance.

Assist them in planning and organizing work.

Train them carefully in teaching methods, in subject matter, and in group processes.

Assist them in knowing where to get necessary resource materials.

Encourage them to ask questions and to discuss leadership problems among themselves and with you.

Work out with them the alternatives and possibilities of projects suited to the community where they live.

Check frequently with them about their problems and progress.

Provide materials for them to use in obtaining from members reports of practices adopted, expression of interests, and evaluation of meetings.

Strengthen them through encouragement and recognition.

Leaders are developed—not born. Any member of a group can be a leader at some time. Everyone has some ability. When one person's ability is used by the group, that person is in a position of leadership.

In developing leaders you are helping women achieve personal pride and satisfaction. When women who have participated in home demonstration work over a period of years are asked "What has it meant to you," the majority mention the satisfaction which comes from being a leader. One woman said, "It has given me the opportunity to teach." A husband said, "Of all the things my wife has learned, I am proudest of the leadership role she has been able to assume in our community."

Take advantage of the potential leadership in your county and multiply your own effectiveness many times.

DRAW ON AGRICULTURAL INTERESTS

Homemakers are interested in many of the newer developments as well as the long established practices in agriculture. Help women to take advantage of agricultural possibilities. Obtain advice and assistance from such people, agencies, and services as:

- Your agricultural extension agent.
- Your agricultural extension specialist.
- Farmers Home Administration.
- Soil Conservation Service.
- Rural Electrification Administration.
- Forest Service.
- Farm Credit Administration.
- Industrial and business organizations serving agriculture.
- Farmers and homemakers with experience in a particular activity.

They Can Help—

- To organize and conduct tours or visits.
- To provide illustrative and factual material.
- To arrange demonstrations.
- By speaking at meetings or on radio.
- By appearing on television.
- To set up exhibits.

Ideas that illustrate possibilities and for which sufficient talent is readily available to develop activities in the agricultural field are:

- The growing of tree crops on farms.
- Tree windbreaks and shelterbelts for farm protection.
- Soil testing.
- Recognition and control of plant diseases.
- Insect, pest, and weed control.
- Buying garden seeds.
- Frame gardening.
- Garden equipment and its use.
- Home production of fruits, vegetables, and flowers.
- Improving the quality of produce sold at roadside stands or markets.

- Landscaping and care of home grounds.
- Responsibility of women landowners.
- Women's part in establishing soil and water conservation.
- Relation of the soil to our country's welfare.
- Proper watering of gardens, trees, shrubs, and lawns.
- Irrigation of field crops.
- Fire protection for home and farm buildings.
- What to do until the firemen come.
- Accident prevention in the use of pesticides.
- Accident prevention in the home and on the farm.
- Use of reflective materials, lights, and flags on farm machinery to prevent highway accidents.
- Safe and adequate electric wiring.
- What to do until the wiring is improved.
- Improvement in quality of products through proper operation of equipment.
- Maintenance of home and farm buildings.
- Poultry for supplemental income.
- Preparing and marketing poultry products.
- Utilization and marketing of farm forest products.
- The miracle of hybrid seed.
- Lime and fertilizer in modern farming.
- Public issues relating to agriculture.



YOUTH CAN HELP

Young people become acquainted with the variety of home economics and agricultural projects through the family approach to solving problems. This helps them to develop skills and desirable attitudes. They in turn extend this information to others—both young people and adults. Just as home demonstration agents assist young people through 4-H programs and in other ways, young people can help agents to further extend home economics programs. This makes a two-way benefit.

The following suggestions may help strengthen the home demonstration and 4-H homemaking programs in your county:

Encourage 4-H girls to interest their mothers in home demonstration work.

Youth activities will provide many opportunities for home demonstration agents to tell mothers about the extension youth programs.

Mothers can help the girls decide which 4-H projects will meet the needs of the girls and fit into the home situation.

Home demonstration groups can sponsor 4-H Clubs and help provide leadership in homemaking projects, recreation programs, and local and countywide events.

4-H Club members may be the means through

which you work for influencing parents to accept and use better methods.

More girls are needed in professional home economics. Home demonstration groups can help through sponsoring home economics career days for high school and 4-H Club girls.

To interest older youth, home demonstration groups might sponsor an open house, inviting all young women in the community between the ages of 18 and 30.

Call on 4-H members for radio broadcasts, television shows, and talks at meetings. Youth has a freshness which appeals to the public.

Suggest mother-and-daughter projects. Together mothers and daughters can undertake such projects as home improvement, food preservation, planning of a sewing center, and care of clothing.

Invite parents of 4-H members to attend home demonstration meetings.

Encourage a closer parent-leader-member relationship.



Encourage 4-H projects that fit into the family home and farm situation.

Sometimes leaders in home demonstration clubs have presented a series of demonstrations to high school classes or girls' clubs. Since many girls marry soon after high school, this gives these girls an awareness of the possibilities of continuing their homemaking education after they leave school. They learn of the extension service as a source of help with their homemaking problems. They carry this idea home to their parents.

An enthusiastic leader who expresses appreciation for the value of extension programs can awaken interest in girls to plan toward a home economist career.

At Special Events

4-H girls can

Set up a nursery for children of mothers attending an event.

Demonstrate at local and countywide meetings.

Entertain at special meetings such as putting on dress revues, health skits, and talent features.

Usher at special meetings.

Give talks or demonstrations.

Home demonstration clubs can

Invite 4-H members to participate in many ways.

Help arrange special 4-H events during National 4-H Club Week.

PUT YOUR RECORDS TO WORK

How often extension workers have said, "If I didn't have to do reports, I could get some things done." Or "I'm spending too much time on reports." Or "Why do 'they' require so many reports?" But have you ever thought how valuable these seemingly chore jobs can be?

Your everyday question is where to get ideas and information to put punch in your program.

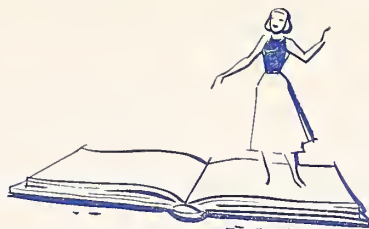
Your own records are one source of practical answers to this question. Your daily records and monthly and annual reports are invaluable source materials.

Your daily record of contacts gives you clues to the problems of homemakers and their families, the impact your efforts are having, and what points need additional stress.

Requests for materials following the publishing of your news articles, or following your radio or television broadcasts, will tell you what subjects are of the greatest immediate interest and how relatively effective each medium is.

Your monthly reports provide leads for newspaper stories, radio talks, or special letters to local leaders—keeping them up to date on current aims, progress, and accomplishments.

Your annual reports—current and past—should have "meat" for many purposes and for



different groups. Your reports kept over a period of years are interesting and useful sources of information. Study and analyze trends to show:

Comparison of your county's accomplishments with those of others in the State and with the averages for the State and Nation to see where your county stands.

Comparison of your homemaker accomplishments on some items with the potential to see what remains to be done.

Comparison of your homemaker accomplishments on the same items from year to year to show progress.

Groups like the following should be kept informed of progress and accomplishments:

Local volunteer leaders.

County extension committees.

County governing boards.

Key individuals in the county.

Cooperating agencies and organizations.

Other people or organizations with whom you would like to work.

The general public.

Members of State legislatures and Congress through appropriate channels and in line with your own State administrative policy and regulations.

If your records are to work for you, keeping them must become a part of your everyday routine. You must develop a "system." Here are some pointers which might help.

Decide what kinds of information you need to keep to do a good job of reporting.

Determine who will be responsible for collecting material.

Secretaries can be trained to keep statistical information such as, office calls, requests for publication, etc.

Work out a system whereby the needed information can be quickly and conveniently recorded.

Your State may provide useful daily record forms; if not, work out your own.

Carry a diary with you as you make home visits and attend meetings.

At the first opportunity record pertinent points concerning the visit or meeting.

Provide time in your schedule for compiling your report and let nothing interfere.

Develop a plan for using your records in the ways suggested above.

WAYS TO GET THE JOB DONE

IDENTIFY YOURSELF

Do people know who you are? You are an important person in your community, and it's up to you to let people know who you are and where they can find you.

The idea of being an important and well known person in a community may be new and strange to you. In other words, you must learn to be a V. I. P. Home agents often are surprised to learn they are an example and are copied, especially by youth with whom they work.

You are hired to serve your county—but many people will not know of the services you have to offer. It's your job to tell them in every way you can.

Don't be afraid of becoming too well known. When you are serving people, they are your friends and backers. You can never have too many.

If you are new in the county, call on the newspaper editors and the managers of radio and television stations. They will be pleased to have your interest and cooperation. They and you are serving the same people and can help each other.

If possible, write a column of your own; this is an opportunity to reach women regularly with current information that will help them and also open your office door to them for further help. Be sure they know where you are located.

A picture of you will help people attach a face to your name as they read the column. Most newspapers are glad to use one. Keep the picture up to date. A new one should be used every two or three years.

Whatever your title may be, use it at every opportunity, and be consistent about using the same one. Don't take it for granted that people know you. Make it clear that your name is "Mary Smith," that you are the home demonstration agent (or whatever your title is) with the Cooperative Extension Service connected with the county, the State university or



college, and the United States Department of Agriculture. That's long, and you have probably found a way to shorten it, but get it across—and with pride.

Always use your name, title, address, and office phone number when writing letters and in your regular newspaper column, and include as much identification as possible in feature stories.

Then make it easy for people to find your office. Have a sign that can be seen, not from around the corridor, but from the street. Make it readable and inviting.

The old adage, "Make a better mousetrap and the world will beat a path to your door," may be true, but a sign pointing the way helps.

As you identify yourself to the public, many whom you do not know will recognize you. This means maintaining a keen awareness of and interest in people at all times.

You want to be known as that warm, friendly home demonstration agent. A smile, a cheery "good morning", a ready hand clasp all help.

Responsibility goes with identification in the community. Responsibility which comes to all public figures—that of conducting yourself at all times in a manner befitting a representative of the USDA and the Land-Grant College of your State. Good grooming, appropriate dress and observance of the social patterns of the community are all involved.

MEETINGS

Meetings are often used to teach groups of people. They may range from small planning meetings to large general ones. Desirable size of the audience is determined by material to be presented.

Some advantages of the meeting:

- Reaches a number of people.
- Stimulates thought and action of the audience through seeing, hearing, and participation as a group.
- Recognizes basic urge of individuals to be with others.
- Influences adoption of many practices at relatively low cost.

To make meetings an effective means of reaching people:

- Determine clearly purpose of meeting.
- Plan kind of meeting which will achieve desired results—such as committee, method demonstration, training, community, or county.
- Select place best suited to purpose,—for example:

Is size appropriate, and are needed facilities available? Is it accessible to those who should attend?

Plan in order to get attendance of those you want to reach:

- Select time of day suitable to group—for example:

Women who work away from home may find daytime inconvenient, or wives of shift workers and mothers of school-age children may prefer mornings.

Provide “baby-sitter” service if mothers of young children are involved.

Utilize method of publicizing the meeting to reach people for whom it is intended.

Have a committee responsible for comfort of those attending:

- Open meeting room well in advance of scheduled time.
- Have room clean, with comfortable temperature and appropriate lighting, and so arranged that audience can see, hear, and participate.

Plan for quick, efficient registration. Have hostesses welcome the audience, help them find seats and dispose of their wraps, distribute literature, and say farewell.

Plan worthwhile meeting:

Plan program carefully to achieve objectives.

Check with the person who is to preside.

Start the meeting as scheduled.

Have subject matter well prepared.

Use a public address system if needed.

Use suitable visuals and practice with them in advance to be sure they work smoothly.

Allow time for questions and discussion.

Have someone responsible for handout materials if used.

Close the meeting at the appointed time.

Send people home with “I got some good ideas” feeling.

Followup:

See that newspapers get story of the meeting.

Check to determine satisfaction with meeting and use being made of the information.

Evaluate meeting for weaknesses and strength in order to improve future ones.



TALKS

Part of your job is talking to people, individually and in groups, large and small. Experienced or not, you can always improve as a speaker. The more effective you become, the more influence you will generate in your community. It's as simple as that. But you need not be an orator to be effective.

No. 1.—Before you plan your talk, think about your audience. Who will they be and under what conditions will you be talking to them? Will they be businessmen, young mothers, busy farm women? What are their interests and how do they tie in with your message?

Generally it is important to know how well informed your audience is about your subject. The warning is often quoted, "Never underestimate the intelligence of your audience or overestimate their knowledge of your subject."

No. 2.—What is the purpose of your talk? What do you want to accomplish? Do you want to inform them about a new technique for altering a pattern; or convince them that their community needs a youth center; or stimulate them to participate in a safety campaign?

What methods will you use to accomplish your purpose? You may need only to explain the problem; or you may use an analogy or comparison to make your point. Many speakers depend on

detailed examples to illustrate their points. Sometimes statistics are useful; and often the testimony of a respected individual carries weight.

How will you appeal to your audience? The most carefully planned speech may fall flat unless it appeals to the people who hear it. Consider how we as individuals are motivated. There are an infinite number of specific human wants, such as companionship, loyalty, interest in our children, personal enjoyment, to mention only a few. Choose those that fit your needs.

No. 3.—Now you're ready to plan your talk. Do it carefully, outline it in detail, but it is not necessary to write it out in full. You will keep the outline in mind to get the sequence of ideas, then practice till you develop a polished, vigorous, and spontaneous talk. Only as a last resort will you memorize or read your talk. The former is dangerous because you'll probably forget; the latter is a waste of time, for the audience will think of something else or go to sleep. Use readable notes on neat cards if you wish.

As a reminder, the steps involved in preparing a speech are:

- Determine the purpose.
- Analyze the audience and occasion.
- Select and narrow the subject.
- Gather the material.
- Make an outline of the introduction,

body, and conclusion.

Practice aloud.

No. 4.—Remember that, even in a speech, you can offer an opportunity for two-way communication between you and your audience. It will very likely strengthen their grasp of your subject. This can be done by allowing time and asking for questions, using listening participants in the audience whom you ask ahead of time to raise questions to clarify your statements, or providing for questions to be written out for a question box.

No. 5.—Be sure your delivery is the best you can make it. Practice on anyone who will listen. Speak as if you are talking directly to each person. Make certain you can be heard. A sincere, pleasant manner will carry you far. Good diction, smooth delivery, interesting variety in tone and speed—all are helpful in making you a successful speaker. Record your talks and play them back. Practice, with a desire to improve, is unbeatable. But begin with a knowledge of your audience, a purpose in talking, and something to say.

No. 6.—Last of all, remember there are time limits to every program—find out the amount of time you are to have on a program and then *stay within your time limit*. It has been said that you can ruin the effectiveness of a speech by talking overtime, but any audience will forgive and often welcome you as a speaker if you use less time than allotted.

TOURS

Back of tours is the idea that "showing is better than telling." You can talk about home improvements, for example, but it's more effective to show them taking place. Also, showing supplements telling.

Participants may include representatives from civic and service clubs, church, school, and other groups, news, radio, television people, town officials, others, or a combination of club members, other homemakers, and the interested public.

Aims and Results of Tours

A tour can be used as a "show window" for displaying home demonstration wares.

Program aims and methods may be illustrated "in action" or as actual accomplishments.

Community leaders and public citizens may be acquainted with typical and outstanding activities of homemakers co-operating in the program.

Through increased knowledge, urban consumers may become more interested in farm producers and their families, resulting in added rural-urban goodwill.

Homemakers observing the latest scientific methods in practical application may be stimulated to follow similar practices.

Tour guests may become better acquainted with extension work and request further helps such as talks, radio and TV appearances and literature—thus extending your service in the community.

Tours "create" news, and the resulting news stories and other public information broaden general public knowledge of the program. They also provide a means for "reporting back to the people" one way tax dollars are multiplied in service.

Suggestions for Group Tours

The home demonstration agent, assistant agent,

local leader, or other selected person may be in charge—with as many helpers as needed. In homes visited, it is well to have homemakers and other members of the family do the talking and "hostessing."

Not all homes selected for the itinerary need show final results, or ideal conditions. The tour is likely to be more attention-getting and educational if some "before" as well as "after" situations are shown, including some improvements in the making.

Invitations may be oral or written or both—depending upon who is to attend. Sending a reminder to follow up the original invitation is often wise.

A good turnout at tours depends heavily on planned promotion to tell people about the tour. Newspaper and radio and TV stations should receive invitations. They should also receive several announcement stories during the 2 weeks before the tour. And by all means a story afterwards.

A leaflet or flier may be mimeographed for tour members, perhaps giving route map, itinerary, homes to be visited, what to look for, facts about the home demonstration program, and welcome.



CIRCULAR LETTERS



Circular letters may tell about an extension activity or convey subject-matter information to people. A circular letter often serves as a newsletter and includes announcements of activities and information on farm and home problems. On occasion it may be used for reporting accomplishments.

Your circular letter, of course, is only one of several pieces of mail in the mailbox. There are also one or two newspapers, a couple of farm magazines, several personal letters and cards, and maybe some handbills and advertisements.

Folks always read their personal mail and newspapers generally come next. The rest likely will be saved for leisure reading. If your circular letters get read, you can imagine the competition they must survive. You can make them survive through careful planning and presentation.

Value of Circular Letters:

- They are a quick, inexpensive way to reach many people all at once.
- They give uniform and identical information.
- You can send them to the people or groups you want to reach.
- They may be kept for reference.

They supplement personal or group contacts.

They increase the number of people served. They make a more direct appeal than newspapers.

Specifically, circular letters may—

- Help to get attendance at demonstrations or other meetings, stimulate interest in a subject, reemphasize material presented in other ways.

- Inform more people about recommended homemaking practices with minimum effort and time of home demonstration agent.

- Acquaint public leaders with methods and results of the program in their county.

- Broaden understanding of Extension aid.

- Increase or maintain interest and cooperation of homemaker group members, demonstrators, local leaders, and others.

Planning and Writing the Letter:

People know you as a source of sound information, so your main jobs are to (1) pick a subject you know will be of top interest to the family and (2) make your

presentation as interesting and attractive as possible.

Effective circular letters first attract attention and then interest a person in reading your message. To do this requires a headline, an illustration and a concise, clear message. The headline and illustration are to attract your reader's attention. Once you've gained a reader, let your message be brisk, to the point, clearly worded, friendly and personal. Two hundred words should be plenty.

Have a written or mental outline of what you want to say. The effective letter is so well planned that it is opened, read, understood, agreed with, remembered, and acted upon.

To put over a point with particular force try showing or telling how some homemaker—one of the readers' own neighbors—has tried and succeeded with some project. Success stories have a strong influence on other women.

Be sure of your facts and figures. Get them only from an authentic source, and give credit to the source.

Your letter is a substitute for a personal interview—perhaps many personal interviews. Use the “you and your problem” approach.

Use language that is appropriate—simple and easy to understand—as you would in conversation. Avoid a stilted, formal manner; also a paternal or possessive tone.

Make sentences and paragraphs short, crisp, informative. Avoid technical or abstract words and phrases.

If the letter is long, break it up into paragraphs—or small groups of paragraphs—with subheads.

An effective circular letter moves readers to act by appealing to their desire to help others, save dollars and cents, improve their homes and farms, aid their personal health and safety, and save time and labor; any or all of these can contribute to their personal satisfaction and pride.

The letterwriter's interest and enthusiasm can add life to the subject matter.

Form and Style of Letter:

Properly head your newsletter; include source, date, county, and State.

Salutations are suitable. One form is “Dear Homemaker,” or “To the Homemakers of Blank County.”

The salutation may be omitted and a caption be used to indicate the subject of letter—for example, “Plans for Homemakers' Day.”

Sign your name and title, and the name and title of your assistant if desired, at the bottom of the copy.

Making the Letter Attractive:

Nobody wants to read a newsletter that is drab, dull, and poorly written.

For special appeal add a forceful heading, cartoons or other illustrations, and color—through the use of colored paper.

Where can you find illustrations? In many places. Your own free-hand drawings are an excellent source. Or how about illustrations in newspapers and magazines? They're filled with them. They only need a slight touch of your ingenuity to make them suitable for your letters. Office supply and paper firms may have suitable drawings too.

For best results, keep your illustrations simple. One fairly large drawing is better than two or three small ones. Leave plenty of white space around them—give them room to breathe. And be sure your headline and illustration are tied together.

Wide margins, orderly arrangement, good stencils, clear-cut typing and careful mimeographing or other duplicating process can make a circular letter attractive.

Have 2 to 5 spaces between subjects or items in the letter—perhaps by using dashes, asterisks, or other symbols in the blank space.

NEWS ARTICLES

An important part of the home demonstration agent's job is to reach people through newspapers. Stories can report activities undertaken, progress made, and final results. The writeups should be completely accurate, objective, and without ballyhoo. Think of your stories not as a means of promoting or advertising, but as a community service—to contribute to knowledge and understanding of the program so that its opportunities and benefits may be more widely known.

Regular club meetings or other homemaker get-togethers are not the only means of extending the home demonstration program. Newspaper articles can inform families not now taking advantage of the program and can also strengthen the face-to-face contacts and supplement the teaching methods with those already taking part.

Remember this point: News is live today and dead tomorrow. Both editors and readers want live news. An "event" story of a demonstration held today is almost useless if your editor finally gets it 10 days later. News is highly perishable; keep it fresh.

Your sources of news fall into 4 groups: (1) events, (2) week's activities, (3) current problems and (4) personal experiences.

Tours, meetings, demonstrations and so on are obvious events. "Advance" stories before-

hand are important, but "follow" stories are even more important—they relay the helpful information to those who could not attend.

The week's activities include letters, phone calls, office visits and so on. Keep track of them with a handy pocket notebook.

Current home problems show up in the questions women ask. Others likely have the same problems. A news story answers them all.

Personal success stories of homemakers exert a strong appeal. An Indiana farm leader says he gained more results when he quit telling farmers how to farm and started telling them how other farmers farmed.

Writing the News Story:

First, collect all your information—have it all in mind or on paper. Your guide in doing this is the six questions—who, what, when, where, how, and why. Apply each of these to your material and find the answers if you don't already know them.

Next, consider all the facts carefully and, mentally or in writing, arrange them in the order of importance. For a start, ask yourself what was the most important and interesting fact about the event. Lead off with this, making a thumbnail summary of the story in your first para-



graph. This should be interesting, attention-getting, and answer questions—who, what, when, where, and sometimes how and why.

In writing the rest of the story, build with significant facts at the top—in inverted pyramid fashion—and leave the least significant for last. Busy readers can then get the gist in the first sentences; and if an editor lacks space for an entire story, he can use the first paragraph or two of a well-written piece and still have an item that makes sense without rewriting.

Use simple language. Avoid big or unnecessary words. In writing news, deal only with what you see and hear; don't express your opinion. If you do express an opinion, credit it to its source. Write short sentences and paragraphs.

In preparing copy, start your story from 3 to 4 inches down on the page; leave at least an inch margin on both sides and at the bottom; and type it double space on only one side of the paper. Your name, agency, office address, and telephone number, and the date should appear in the upper lefthand corner of the page.

Hints for Making Use of the Press

Get acquainted with the editors and reporters in your county. Talk with them about your program, asking what kind of stories they can use and when and how they prefer them submitted. Invite them to meetings or to accompany you on trips to visit homemakers or to watch demonstrations.

Knowing your editor personally is extremely important. You're not asking favors of him, but merely learning how both of you can work more closely together to better serve farm people.

Max Beeler, well-known Kansas farm editor and life-time crusader for better farming and rural living, says: "A newspaper editor, sincerely interested in farming, probably can be of more help in reaching farm people with informa-

tion than any other single person." He has scores of examples.

Maybe your editors already are sincerely interested in Farm Living. If not, It's part of your job to encourage them in that direction.

Good pictures help get stories in print. They also add human interest, carry conviction, and help to tell the story. Dailies are glad to use good news pictures, and the editor may assign a photographer to cover your event if it's newsworthy and if notified in time.

One agricultural leader who spends almost full time getting information to farm families says: "When people are too busy or tired to read or to attend meetings, you can always get them to look at pictures, all kinds of pictures."

Read the newspapers and notice how other items are written. Clip your stories and file them in a folder, envelope, or scrapbook for reference in future newswriting. If you compare the way they appear in print with the way you wrote them, you can learn how to improve them and in what form the editor wants them. However, cuts may be due only to lack of space.

"Letting George Do It"

The busy or inexperienced agent can often let somebody else do the newswriting. For example:

You can give the facts orally or in writing to the reporter, or you can invite him to your office or to a meeting or other event to gather them for himself.

You can ask interested homemakers to do articles. You need only to remind them to get names and addresses of persons taking part, date, time, place, and major occurrences. Quotations from speakers or participants may also help the story.

Notify the State office about big events. Talk with or write to the extension editor and his staff about ways to cover the meeting.

COLUMNS

Most home demonstration agents who write newspaper columns believe these are an effective means of reaching and helping more people. They say readers stop them on the street, telephone them, write to them, and go to the office for more information. In a meeting that takes a day or more to plan and conduct, they may reach a dozen people, or even a hundred, but they know a good column may reach several hundred—and write one regularly.

What It Takes To Write a Column

The formal type of column is usually made up of several or more straight news items, impersonally written. The best columns are informal. In them you can write about the same way you talk, light and chatty. Unlike the news story, the column has no prescribed technique for you to follow.

Make your column a “personality” column. Write about people. These columns are widely read and are among the best liked.

Of course you don't have to be a professional writer to write a good column—but you must have something worth saying. In columns, as in editorials, you can recommend different practices in home-making.

Best of all, you can be yourself. Include wit, humor, anecdotes, and human interest—if they are “you”; otherwise stick to the straight narrative form.

Content

Every home demonstration agent has abundant resources of material. Some of her best “grist for the mill” is how-to-do-it items—especially when linked with the names of those who have tried them out. People more quickly accept ideas that their neighbors have found workable.

In fact, the best personal columns are filled with names, names, and more names. Names make news. People like to read about people.

The things people are doing give you an endless flow of items for your column. Mrs. Johnson is remodeling her kitchen; Mrs. Sampson is hanging new drapes; Mrs. Anderson asked about non-fat dried milk; Phyllis Barron, older 4-H girl, has received a scholarship to the State agricultural college.

These are not gossip; they're known facts and events. And they give you a natural opportunity to pass along helpful information to others.

What kitchen plan is Mrs. Sampson using in remodeling? Is she doing it all at once or during several years? What improvements is she making? How did the family plan for this major step forward?

Surely other families have this same problem and would benefit from Mrs. Johnson's experience.

The things you do as an agent also make column items. That meeting of the county safety council—did they discuss home safety? Safe driv-

ing? Were home demonstration clubs asked to take part? What helpful tips were given that you can pass along?

Your own observations give you more “ammunition” for your column. Had anyone noticed how nicely Mrs. Larr landscaped her front lawn?

Almost any subject an agent works with can be used. Agency or Department of Agriculture programs being stressed at State and National levels can be written up from the local angle. Timeliness is always important—copy tied in with holidays, local events, and the like. Special occasions and observances, like National Home Demonstration Week, achievement days, fairs, and short courses, lend themselves to use, even though individual stories about them appear elsewhere or at other times in the newspaper.

Actually your column is made up of many bits and pieces of information—friendly, warm and personal. It's like a handshake in print.

It will be convenient to have a notebook along with you each day to jot down reminders about happenings, observations, names, and the like, to refer to later.

Style and Form

First get a good title or catchy heading, and use a picture of yourself if possible.

Pictures that help to tell the story dress up your material but are not always necessary, and they are expensive to the editor. So you may be better off to use word pictures, which are in the reach of all.



LEAFLETS

"I want the answer to my problem in as few words as possible." The farm woman, mother of three, wasn't angry, but simply spoke her mind.

Several other women agreed. They, too, wanted their information served in concentrated form, like condensed soup. They wanted "the core, no more."

What's the answer to this demand? Leaflets! A simple 9- by 12-inch sheet folded once or twice. Through them you can reach many women; they strengthen and extend your work considerably. Leaflets are low-cost (1 to 2 cents a copy) . . . attractive . . . "permanent" . . . handy (fit inside a purse) . . . easy to produce. More and more home demonstration agents are preparing their own county leaflets.

Costs will vary a bit depending on artwork, color, quality of paper, number of copies and so on. Generally though, leaflets give you good returns for your money.

Leaflets are fairly easy to produce. Simplest of all is mimeographing. Here you can use drawings (but not photos), colored paper and even differ-

ent colors of ink to pep up your leaflet.

Multilithing, or offset printing, is a versatile method in which you can use color freely. Your main problem here is the preparation of the artwork and drawings. Chances are you can prepare them yourself, or see your printer, college information office or other qualified source.

Letterpress printing, a third method, is more complicated. Most local shops have letterpress equipment though and some have offset presses also.

Leaflets get read—if they're well written and well visualized. They're short, easy to take home, and handy to read at any time (not so with radio or television).

Leaflets make an ideal "handout" at meetings, for home visits, or for office calls. Sociologists tell us that this folder or other publication, given out after a personal talk or small group meeting, often leads a person into trying out a new practice and later adopting it. That's how strategic leaflets are!

Leaflets can work for you all year long, too, to explain subjects that are nonseasonal such as home demonstration work or some homemaking practice.

Leaflets can help you to reach thousands more persons than you would otherwise. Prepared right, they're only one short step removed from the warmth of a personal visit. While nothing can replace you in a personal visit, a leaflet representing you is better than no visit at all.

An attractive leaflet is always a welcome visitor. It gets read in the heavy competition with stacks of other printed matter, radio and TV. Use your creative imagination fully to get across desired information through leaflets.

Key Points in Preparing a Leaflet:

Plan carefully. What's the purpose? Whom do you want to read your leaflet? Select only the most important facts to get your message across to those readers. Organize this information clearly.

Write the way you talk. Use short sentences, easy words, personal words. Keep it short. Say it and quit. And by all means, bring people into your writing. They make your writing alive, not dead. Use personal experiences. We enjoy reading about people, not things.

Illustrate the leaflet. Use drawings, photographs, colored ink, colored paper, and any other tools of layout and design that you can. If you want to motivate, then you've got to illustrate. Call on your printer or agricultural college editors for advice and help.

Make your leaflets work for you the year round to reach the most women you can. You'll find them a potent working tool.

RADIO

"Come over to our house and listen to the radio," was a welcome invitation 25 years ago. You sat there, thrilled by the crackling voice that reached your ears between the squeals and squawks of the superheterodyne receiver.

The point is, *you went to the radio and you sat there.*

We don't do that any more. Radio is no longer a meeting place. Radio goes along with us, or comes to us when we are doing other things.

The radio audience today (that's you and me) is a mobile audience. Thirty-three million radios are in automobiles. Many more are in trucks. Some even are on tractors. There are thousands of receivers in farm homestead workrooms, not to mention barns and sheds. More than half of American homes have more than one radio.

What does this mean to you, the home demonstration agent broadcaster? First of all, you do *not* have the complete attention of your listener. She is moving about the home at her work. She likes radio as an efficient means of keeping up to date. She likes it for its friendly, personal approach.

To reach her, you, as a broadcaster, must be friendly and personal, too. But you must be very clear and concise. Remember, the baby may be crying and she is listening particularly

for the important points she needs to know. Don't ramble. Don't lecture. Boil down what you have to say and emphasize those main points.

Remember too, radio cannot repeat itself. Your listener cannot question you to clear up some point. She cannot read the paragraphs over again as with the printed word. She must hear your message when you speak, or miss it.

Your principal appeal on radio is one of utility. People like to be entertained—for in that process they don't have to think. To get people to think, you must appeal to some personal motive—not just money, but pride of accomplishment, family, the desire for beauty in the home.

Interviews can cause difficulties if they are not well organized and if you, the interviewer, anticipate answers from your guests. One of the most common clichés is: "You are president of your home demonstration club, aren't you?" Don't make questions out of statements of fact. The homemaker likes to hear your guests talk. Be sure you don't do the thinking for them. It's their story.

Finally, don't play the same tune too long. You can say what needs to be said in a short time if you plan your broadcast properly. This will leave room for variety in your show. And the homemakers will like it.

To summarize techniques—

1. Be yourself. Your listeners do not expect an actress, they expect you, their home demonstration agent.
2. Be at ease. Imagine you're talking with a woman or family in their home.
3. Be chatty. Because we can't ask radio to repeat, effective listening calls for short words, phrases, and sentences. That's just like our ordinary conversation.
4. Be sure to use lots of names. The best recommendation for an extension practice is some woman's name who has used it successfully.
5. Be enthusiastic. It helps motivate people. Helps make a successful program too.
6. Be wary of too many points. One or two points is plenty. Hammer away at them but avoid monotony. Be cautious of too much detail. You can plant the seed of an idea, but you can't give all the facts about it.



TELEVISION

The Big TV Idea

"We can't do that because . . ."

And so another good television idea bit the dust. Hundreds of good television ideas are lost every year because we try to evaluate them too soon. We get one idea for a program and immediately start to look for reasons why we shouldn't do it. This "because" complex is a television killer. It stops imagination and inventiveness.

It is not just a cliché to say that one idea leads to another. A mediocre thought may lead to a good one if you'll just keep on thinking. Turn it over in your mind. Think of different ways you can show it, visualize it, demonstrate it to your audience. A classic example is to list as many uses as you can for an old curtain rod. Bet you can get 50 if you'll let your imagination go and not evaluate them too soon. Pick out the good ones later.

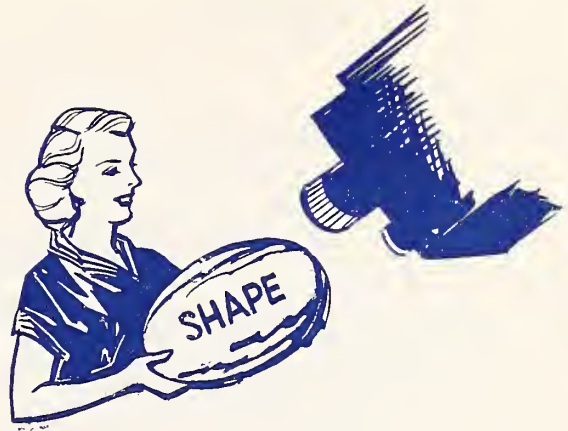
This is essentially the attitude we need to take if we are to come up with good presentations on our television programs. The conventional is not enough. Also, it is usually the hardest to do and the least interesting.

An extension consumer education specialist presented a short feature on "How To Choose a Watermelon." She had five points for her audience to remember. Did she list them on a chart, flip cards, or flannelgraph? No, indeed! *She carved the points on five different melons.* She used the real thing.

Method demonstrations are good because they are real. The closer to reality you can keep your television show, the better it will be. The homemaker is eager to learn of new ways to do things. But think of a new twist that you can use in presenting them. Let's say you want to do a show on saving steps in the kitchen. What's wrong with cutting shoe-outlines from construction paper and arranging them on the floor to show your points? In television, the floor is just as good a place to show things as a wall.

Do it in a different way and your audience will love you for it.

Don't try for formal presentation. You'll be making extra work for yourself if you do. Prepare your materials with every consideration for the details. Organize the details in a simple rundown sheet, or outline, which you should



get to the station director well ahead of time. Show and talk to the camera as if it were a live person and you'll be a pleasant person in your viewer's living room.

Use it! Television will multiply your efforts a thousand times.

What Is TV Anyway?

Television can be your most powerful educational method because it combines speaking, writing and showing. You not only talk with people—masses of them at one time—but *you show them what you mean.* In effect TV is a mass demonstration to thousands of viewers, all at the same time.

TV has other advantages: like radio, you meet your audience in their home. Unlike radio, TV demands your viewer's complete attention. She's concentrating on you, not on cleaning the house or keeping family records.

Moreover, people buy TV sets as soon as they can tune in a station. Studies and estimates show that when a new station goes on the air, half or more of all farm families in the coverage area buy a set within 3 years.

In fact, if your job is getting information to farm people, you can hardly stay away from television. The opportunity is waiting.

A couple of tips: people watch TV on a small screen and you're working on a small stage, a 20-inch stage for close-ups. So you can't show very much at one time. Also, your show moves slower than radio because with TV you're using both sight and sound. Give your viewer time for both of them to register.

We've all done demonstrations. What's more natural than to do them on TV? It's made to order for you!

VISUALS

Posters Should—

- Compel attention.
- Drive home a single idea at a glance.
- Motivate to action.

To do this, a poster must *be brief, simple, and have impact.*

A poster's illustration is usually featured; the wording is kept at a minimum.

The illustration may be a drawing, cartoon, magazine picture, photograph, paper cutout, or fabric cutout, but whatever it is, it should be bold enough to be seen with ease from a distance of from 10 to 15 feet.

A three-dimensional quality adds interest. This may be achieved by using actual light-weight objects or by not pasting down paper or fabric cutouts completely flat. For example, a woman's dress cut out of paper or fabric could be allowed to billow out. Cutout cardboard letters, which may be bought in art, stationery,

and dime stores, also give a three-dimensional effect when glued on a poster.

Although effective when used alone, posters may be used to highlight a demonstration or as part of an exhibit.



Photographs Can Be Used—

- To illustrate news stories (glossy prints).
- In magazine articles and bulletins (glossy prints).
- On posters and as parts of exhibits (matte prints).
- In reports and picture books that will not be reproduced (matte prints).
- To give to television news editors (matte prints).

Because of their realism, photographs are especially good for motivating action by showing *participation of others* and *actual results.*

On posters, in exhibits, and in publications, photographs may be cut in occasional silhouettes and free shapes to avoid the monotony of many rectangles. A silhouette simply means



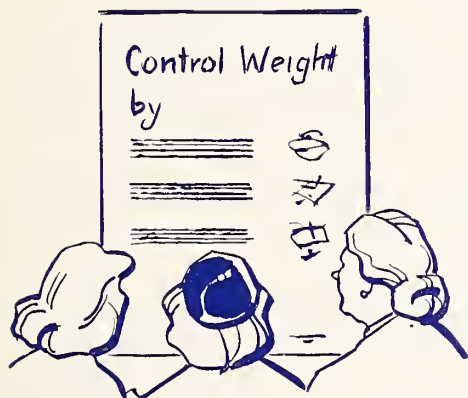
cutting all or part of the background away from the foreground figures. A free shape may look somewhat like a bean or it may resemble a lop-sided or dented-in television screen, and many other objects.

Charts Can—

- Present facts and figures clearly.
- Emphasize relationships.
- Show a step-by-step operation.
- Show size and placement of parts.

A chart and all the information on it should be easily seen by the whole audience. It's a good idea, therefore, to be sure it's *big enough*, *high enough*, and *well lighted*.

Illustrations are good when used to clarify information. They may also be used for emphasis, and for suggesting the subject matter of the chart.



Illustrations for Circular Letters Can—

- Attract attention.
- Give individuality.
- Suggest subject matter.
- Highlight important points.

Illustrations should be *appropriate* for the subject and *simple enough* to be easily traced on a stencil.

Sources for such illustrations are special booklets issued by mimeograph equipment companies, children's and other books, and newspaper and magazine advertisements.

A file of drawings clipped from advertisements can be very helpful. When such a drawing is used, however, it is best to trace it

The caption for each picture should be so related to it that there is no doubt as to what refers to what.

Color, of course, makes a chart attractive, and may also serve a functional purpose. It is important that what is put on the background color shows up well against it.

Flannelboards, feltboards, and magnetic boards can serve as backgrounds for charts that change. Cutouts backed with flannel, felt, sandpaper, or flock can be added to, moved about, and removed from flannel and feltboard.

Cutouts, backed with magnets, are used in a similar way on magnetic boards, with the following advantages: Heavier objects may be used than on a flannelboard, and one cutout may be placed over another. It is also easy to coat the magnetic board with blackboard paint (green is preferred) and have a combination board that will not only hold cutouts but will permit you to write or letter on it, too.

Statistical charts, or graphs, should only be used before groups that understand them.

Light-colored cardboards as backgrounds are often flattering to photographs used on posters and in exhibits.



on thin paper before making the final tracing on the stencil. This eliminates whatever is on the back of the clipping, which could become confusing when the stencil is lighted through a mimeoscope or window.

EXHIBITS

The A B C's of "Look and Run" exhibits:

A single idea

B richly shown

C can be seen at a glance.

A good exhibit has about 60 seconds to accomplish three things:

Arouse interest.

Stimulate thought.

Get action.

Procedure

Select a committee to—

• Pool ideas (subject matter, ways to show).

Share work (collect materials, build, supervise while shown).

Information Needed for Committee

Audience to be reached (urban, rural, young, old, scientific).

Reason for exhibiting (celebrate event, education).

Exhibit space (floor and wall space, tables, background).

Lighting (natural, artificial).

Electrical outlets (voltage, load capacity, AC/DC).

Money available.

Purpose of Exhibit

Teach facts (give information).

Show process (teach how to do).

Promotion (encourage participation).

Recognition (show quality, raise standards).

Selection of Subject

Timely (current problem).

Personal (of interest to audience).

Single idea (specific subject rather than general topic).

Organizing Subject Matter

Determine goal (what you want viewer to do).

Outline subject matter (limit to about four major points).

Eliminate all subject matter not contributing to goal.

Select Title

Identify the exhibit (tell content).

Short (limit to 4 or 5 words).

Simple (short, easy words).

Attract attention.

Personal (Your Food Dollar).

Action (Make Your Own Hat).

Question (How Well Are You Fed?).

Catchy (Freeze Food for Fresh Flavor).

Determine Arrangement

Message not under 30 inches or above 96 inches from floor.

Read from left to right.

Read from top to bottom.

Lead the eye to center of interest.

Put title at top of exhibit.

Balance materials either formally or informally.

Choose Method of Attracting Attention

Actual objects.

Models.

Demonstration.

Motion.

Lighting.

Color.

Contrasts.

Illustrations

Photographs at least 8 by 10 inches.

Photographs dull finish.

Artwork simple—line drawings, cartoons, watercolors.

Lettering

Horizontal rather than vertical.

Consistent in style.

Large enough to be seen.

Lowercase letters are easier to read than capitals.

Capital letters are suitable for titles.

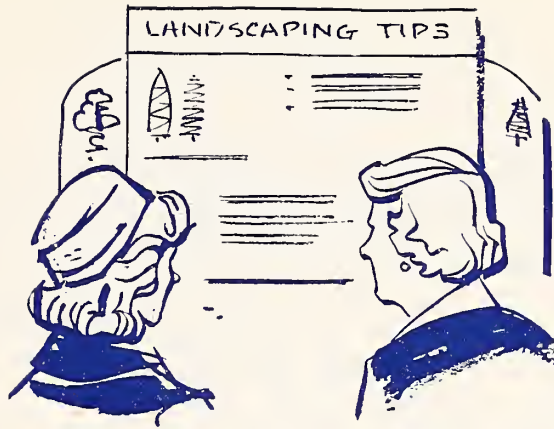
Colors

Use neutral backgrounds.

Limit to 2 or 3 colors.

Have one dominant color.

Red is a good accent color.



Watch visibility (black on yellow, green or red on white).

Use warm colors (red, orange, yellow) for cooking exhibits.

Use cool colors (green, blue, purple) for freezing exhibits.

Materials

Backgrounds—cardboard, wallboard, plywood, pegboard, wallpaper, corrugated paper, cloth.

Illustrations—photographs, magazine cut-outs, calendars, line drawings, cartoons.

Lettering—pen, chalk, crayon, Mystic tape, stick-on letters.

Fasteners—glue, rubber cement, staples, tacks, masking tape, cellophane tape, wax.

Scorecard

Effective title (short, personal, active verb).	10
Suitable subject (timely, personal).	10
Attracts attention (stopping power).	20
Holds interest (encourages study).	10
Conveys message (accomplishes purpose).	30
General appearance (simple, balanced, orderly).	10
Workmanship (neat, well constructed).	10
	<hr/> 100

A GOOD EXHIBIT . . .

Is designed for a specific purpose

Requires a message as well as workmanship

Has to have "stopping power"

Should have an attendant

Must hold attention long enough to impart message

Gets action on part of viewer

Supplements other communications techniques

HOME VISITS

A Home Visit Can Be Effective and Worthwhile—

- If it is the best method for the job.
- If you have a definite purpose for making the visit.
- If you plan carefully for the visit.
- If you are friendly, understanding, and sympathetic.
- If you gain the family's confidence.
- If you usually notify the homemaker before calling.
- If you can help the family analyze their problem(s) and arrive at their own decision.
- If you end your visit when work is completed.
- If you remember to follow up at appropriate time.

SPECIAL EVENTS

Occasional events such as—

- National Home Demonstration Week
- National Farm-City Week
- Home Demonstration Community tours
- Special-problem conferences or campaigns

offer additional opportunities for using many media to concentrate on specific problems and accomplishments, to communicate useful information

to more people, and to bring about a wider public understanding of home demonstration work.

But good special events don't just happen. They must be planned to meet local needs and interests, and for special groups or audiences you want to reach.

Ask the leaders of the various groups concerned and representatives from local news, radio, and other communication outlets, to help you plan for these events. Their suggestions for enlisting the cooperation of the organizations they represent, appealing to public interest, and following up the events will be helpful in making the events successful.

Several ways of getting information about home demonstration work to more people are suggested below. All these ways can be used in connection with special events.

Pageants and kits can show the development of home demonstration work and methods of teaching used, or be used to recognize local leaders.

Statements, stories, essays, and poems can help to tell the home demonstration story in local newspapers, farm publications, and in radio and television broadcasts.

Songs can help to bring about good fellowship. Originality in songwriting and group singing can well be encouraged.

Creeds, especially suited to the group, community, county, or State, can be prepared.

Proclamations by mayors or other public officials, acknowledging the work of members of home demonstration clubs, will help to acquaint other homemakers with opportunities open to them.

Letters of appreciation, certificates of accomplishment, and articles and photographs honoring volunteer local leaders, who serve without pay and help to further extension teaching, can be used in local newspapers.

Special newspaper editions can help to focus attention on special events.

A BALANCED COMMUNICATIONS PROGRAM

As a home demonstration agent, you have many communication methods to choose from and to use singly or in combination according to your needs. Whether individual, group, or mass, these can help you to reach and serve the largest possible number of people. Your big job is to weigh them and then fit them together, applying each to its best use.

Rightly selected and properly employed, they can supplement each other, give information to more homemakers, motivate families to worthwhile action, and create wider public awareness of the problems with which you are faced, the homemaking improvements you are working toward, and the goals of better family living you hope to achieve.

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² Many of the materials listed are available in your agricultural or experiment station library. The Federal Extension Service will supply copies of available materials issued by the U. S. Department of Agriculture. Your State Extension Service can supply you with additional State materials.

HELP PEOPLE TO KNOW, UNDERSTAND, AND ACT

To inform people about the Extension Service and the current programs so that they will know, understand, and act:

CREATE AWARENESS—Help them to know.

Use mass communications media.

Keep information clear and precise.

Encourage cooperators to tell their friends and neighbors.

Show evidence of meeting people's needs.

CONVINCE WITH PROOF—Help them to understand.

Use local people to tell and show their success.

Quote people who have adopted recommended practices.

Make use of before and after examples.

Give research evidence.

GET ACTION—Get them to act.

Use many different methods of reaching people.

Repeat message many times.

Adapt message to many different situations.

Show satisfactions that can be obtained.

Show evidences of program helping others.